LDST
Liverpool Diocesan Schools Trust

Equality Information and Objectives

Rainford CE School

OUR TRUST PRAYER

Heavenly Father,
Let peace, friendship and love grow in our schools.
Send the Holy Spirit to give
excellence to our learning,
love to our actions and
joy to our worship.
Guide us to help others,
so that we may all
Learn, Love and Achieve, Together with Jesus.
Amen

Liverpool Diocesan Schools Trust (our Trust) is committed to being one positive and flourishing Trust, where we can all achieve together. We welcome people of all faiths and none, and all communities, and are committed to providing a high-quality education and environment where Christian values and principles permeate all that we do.

Our School supports and develops the inclusive character of our schools as they strive for continuous improvement and educational excellence for all pupils. Our School aims to foster social justice and enhance social mobility by delivering a high-quality education which will ensure the best possible outcomes for all its pupils.

LDST 2027 Vision

LDST	**Liverpool Diocesan Schools Trust – Achieve Together!**				
Vision	Providing an innovative and ambitious, high-quality education built on distinctly Christian values, so that all learners make excellent progress and fulfil their potential.				
Mission	We welcome staff, learners and schools of all faiths and none so that we can ***Learn, Love and Achieve, Together with Jesus***				
Our Values	**Inclusion**	**Local Community**	**Collaboration**	**Difference**	
	We welcome the rich diversity of our staff and learners and ensure that all are valued and supported.	We respect and empower local leaders to make decisions serving their local communities.	We are stronger and more effective when working together within our Trust and actively seek partnerships beyond it.	We embrace the uniqueness of our schools and celebrate the differences within each community.	
Culture	**Excellence**				
	We aim for excellence in all we do for the benefit of learners and staff across LDST.				
	One Trust				
	We are all committed to one positive and flourishing Trust, where we can all achieve together.				
Strategic Pillar and Aims	**Pillars**	**Christian Distinctiveness and Character Education**	**Excellent Education**	**Achievement for All**	**People**
	We aim to	Live out our Christian values and develop future citizens who can contribute positively to a caring, compassionate nation.	Provide an inspirational curriculum and excellent teaching, rooted in evidence-informed practice, that enables our learners to acquire a deep body of knowledge and a zest for life-long learning.	Celebrate diversity, address inequity, overcome disadvantage and raise aspirations, so that all learners make excellent progress and fulfil their academic potential.	Be an employer of choice, through a people strategy that provides high-quality CPD, support and career pathways for all staff, so they can undertake their roles effectively in our inclusive learning community.
Enablers – core systems and processes	**Enablers**	**Evaluation and Strategy**	**Structure and Systems**	**Finance**	**Technology and Data**	**Operations**
	We aim to embed	A clear, focused strategic plan based on robust self-evaluation and data.	Effective central policies and processes that ensure our schools receive the support they need.	A sustainable financial strategy that optimises our resources for the benefit of all our learners.	Effective and efficient use of technology and data.	An aligned operating model which supports local leaders to undertake their roles.

The Trusts 2027 Vision shows our commitment to *Inclusion, Local Community, Collaboration and Difference*. These values are integral to celebrating, growing, and embedding Equity, Diversity and Belonging throughout our Trust and will enable us to realise our strategic aims of:

- **Christian Distinctiveness and Character Education –** In LDST, to live our Christian values is to welcome everyone. We seek to help our pupils grow into future citizens who value and respect difference and the benefits that inclusion brings to our society.
- **Excellent Education –** In order to deliver a full and well-rounded education for the children in our care, the curriculum in our schools must reflect the lived-experiences of the communities that we serve, and those of wider society. Our colleagues cannot deliver excellent teaching unless they truly understand the future challenges and opportunities that our pupils will face as members of diverse communities and wider British society.
- **Achievement for All –** We are steadfast in our aim to overcome disadvantage, for our pupils, colleagues, and wider communities. We will do this by raising aspirations, educating people throughout our schools about the opportunities available to them and giving them the tools to fulfil their potential, regardless of individual capabilities or barriers to learning.
- **People –** We strive to become an employer of choice, not only in the education sector but across the Diocese. We will achieve this through are People Strategy which will give our colleagues the very best employment experience, irrespective of their age, carer status, disability, gender identity, pregnancy or maternal status, marital status, race or ethnicity, religion or belief, sex, sexual orientation, social class, or trade union membership.

Our School values and respects difference and meets its obligations under the Public Sector Equality Duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In meeting these duties, we will have regard for the equal treatment of people based on the Equality Act's nine protected characteristics and will also have due regard to the way in which policies and strategic decisions can reduce inequalities of outcome which result from socio-economic disadvantage.

Age
Disability
Gender Reassignment
Pregnancy and Maternity
Marriage and Civil Partnership
Race/Ethnicity
Religion and belief
Sex
Sexual Orientation

Additionally, our Trust and schools gather information on other groups including (but not limited to):

Pupil Premium status
Carer status
English as an additional language
Special educational needs
Looked after children
Past Offending

We aim to create a culture of belonging, respect, and inclusion. We do not tolerate any form of harassment, bullying or discrimination in or outside of our schools. By valuing diversity and being inclusive, our vision is to enable the communities in which we serve to flourish and achieve. Founded on Christian values, we help our schools to meet their purpose of providing an outstanding education for all learners.

Our Trust commits to:

- creating a community where diverse cultures are celebrated, where everybody feels welcome and can use their differences to develop themselves and the environment, they work in;
- a culture that is based on our Trust's values and consideration of how behaviour affects others inside and outside our Trust;
- regularly reflecting on our own practice to ensure that what we do not create barriers to participation for pupils/students, colleagues, or Local Governors/Trust Board members;
- providing outstanding opportunities and education to all our communities;
- supporting all the communities we serve.

We recognise the importance that Equality and Human Rights legislation must play in promoting equality and eliminating unlawful discrimination and seek to exceed our legal obligations and to provide an inclusive environment for all where employees, pupils/students and local communities can develop and reach full potential.

Our Trust will:

- set equality objectives (reviewed annually) and publish information to demonstrate our

compliance with the Public Sector Equality Duty (PSED).

- seek to ensure that our Trust-wide recruitment approach attracts candidates who are representative of the population of the Diocese of Liverpool area. We will continuously review our recruitment efforts to ensure they are inclusive and make improvements where appropriate.
- report to the Board of Directors on a, on Trust representation and progress against Trust Equality Objectives.
- review all policies and practices on a rolling basis to ensure that they meet legal obligations, and work to exceed these.
- create a culture that drives equity, diversity, inclusion and belonging.
- have clear complaints procedures that comply with legal requirements and statutory DFE guidance and report on complaints annually, particularly in relation to EDI matters to ensure our procurement criteria are inclusive and support our Trust's Christian values.
- work in partnership with organisations that support our Trust's values and vision.
- Conduct an Equality Analysis on all key strategic decisions e.g., restructures, major policy changes

Our School will:

- be at the heart of their communities, to create a welcoming environment for all, celebrate the diversity of the communities we serve and promote community cohesion.
- ensure that equity, diversity, and inclusion is central to everything they do and is a key consideration in all policy and decision making.
- provide a safe environment where adults are dedicated to protecting the rights, meeting the needs, and supporting the aspirations of all children. Each school will be recognised by all as an inclusive, high-quality learning environment.
- publish their own school specific equalities statement, information and objectives which will be consistent with this policy, and which will be reviewed and updated annually.
- bi-annually review admissions processes to ensure that our practice supports our vision for equality, diversity, and inclusion.
- ensure procurement criteria are legally compliant, inclusive and support the values of our Trust and the school.
- ensure their Governing Body is open and inclusive by:
    - asking for annual reviews of meeting times.
    - aiming to ensure that the Governing Body recruitment attracts a representative sample of the local community
    - communicating in an open and inclusive manner.
    - advertising community/staff/parent/carer governing body opportunities to all communities in which the school serves.
- Conduct an Equality Analysis on all strategic decisions e.g., significant curriculum changes, uniform policy changes, staffing restructures.

- report annually on the equality objectives set, the equality & diversity profile of their staff (this will be used to create a Trust-wide profile) and student/pupil population, complaints received, and the activities taken to ensure their Local Governing Body is open and inclusive.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 10.

3. Equality Objectives

Objective 1: Aspiration

We will be an engine for social mobility, throughout our schools and wider communities. We will provide and promote opportunities for all to foster a culture of continuous development and personal achievement for all by:

Colleagues	Pupils
Talent, Growth, and Opportunity A comprehensive Talent Strategy with inclusion at its heart, guaranteed interviews for underrepresented groups, and access to qualifications and apprenticeships to support career progression. **Support, Reward, and Development** Coaching for all colleagues, a fair and consistent pay and grading framework, and a culture where every individual can achieve their personal and professional goals. Promote lifelong learning and professional growth	**Curriculum for future success** Ensure all pupils receive excellent teaching in English and mathematics, access an ambitious curriculum, and engage with high-quality texts that build secure knowledge, confidence and readiness for the next stage of learning. **Confidence, resilience and high aspirations** Support pupils to be positive, self-motivated and resilient, while broadening their horizons through personal development and meaningful exposure to careers tailored to individual needs and aspirations.

At Rainford CE we:

- Follow our GROW curriculum, which is ambitious, responsive to need and teaches children about the world we live in.
- Focus on securing knowledge and skills for all children so they are reaching the best possible outcomes both academically and socially.
- Ensure all children have a range of rich experiences to enrich learning and develop the whole child.
- Have reading and quality texts at the heart of our curriculum with a focus on developing children's vocabulary and oracy skills in all areas.
- Continue to work towards the Inclusion Quality Mark Centre of Excellence and ensure that all children's needs are met.

- Develop resilience and aspiration through our PSHE curriculum
- Teach about recognising emotions and managing feelings thorough PATHS so that children can regulate themselves.
- Give meaningful exposure to careers and aspirations is adapted to individual needs, ensuring SEND pupils are not limited in ambition**.**

Objective 2: Access

We will give all colleagues and learners, the opportunity to experience an excellent education or employment experience at LDST, regardless of their background, circumstances, or characteristics, in a culture where all can belong by:

Colleagues	**Pupils**
Championing Equality, Inclusion and Development We will invest in staff development through funded qualifications, strengthen our understanding of workforce diversity via robust EDI data, and embed equality impact assessments into all policies and strategic decisions. **Promoting Fair and Flexible Employment** We will enhance our approach to flexible working and actively pursue external recognition through fair employment and valued worker schemes, ensuring LDST is a workplace where colleagues feel respected, supported and able to thrive.	**Remove barriers and meet need** Ensure every pupil can access learning by understanding individual barriers, using trauma-informed approaches, promoting equality, diversity and inclusion, and putting appropriate adaptations in place. **Pupil wellbeing and Progress** Maintain a strong safeguarding culture that puts pupils' welfare first, supported by well-trained staff and the effective use of quantitative and qualitative data to track progress and inform ongoing support.

At Rainford CE we:

- Prioritise Early Identification of need to ensure all children can succeed.
- Implement a graduated approach continually reviewing any adaptations.
- Use technology to support all pupils in their learning and overcome any barriers with assistive technology.
- Use expertise from internally and externally to meet needs within the 4 broad areas of need.
- Follow recommendations from external agencies to fully support individuals e.g. adapting school environment where necessary, providing specialised equipment.
- Listen to our pupils through pupil voice, surveys and informal conversations so they feel valued and respected.
- Celebrate individual strengths and remove barriers.
- Provide quality CPD across a range of areas to ensure our staff can fully support our pupils.
- Promote inclusion and the diversity across our school cohort through themed days, weeks and visitors.
- Continue to develop our Inclusion work through the Rainbow award.

Objective 3: Advocacy

We will use our collective voice to amplify the voices of marginalised groups, listen to lived experience, and foster truly reflective practice to widely champion inclusion and actively play our part in dismantling systematic inequalities by:

Colleagues	Pupils
Inclusive Culture & Voice High-quality EDI training for all, creation of a Staff Forum, and appointment of 'One Trust Champions' to embed belonging and inclusion across every school. **Wellbeing & Community Engagement** A Mental Health and Wellbeing framework to support colleagues, and active allyship through visible participation in community events that celebrate diversity and challenge stigma.	**Belonging and Inclusion** Ensure all pupils access a fully inclusive curriculum, feel a strong sense of belonging, and actively unite everyone through celebration of diversity, pupil leadership, and consistent application of equality principles across the Trust. **Wellbeing and family engagement** Promote pupils' mental health and wellbeing by teaching them how to seek support, and work in partnership with families and communities to advocate for every pupil and strengthen inclusion.

At Rainford CE we:

- Teach about difference as a strength.
- Celebrate our diverse school community and world through all aspects of school life including experiences, clubs, assemblies, worship, PSHE provision and our personal development strategy- BLOOM.
- Provide quality CPD across a range of areas to ensure our staff can fully support our pupils.
- Ensure all KS2 children are pupil leaders and can help to lead aspects of school life through our PLTs
- Provide trusted adults who pupils know they can turn to for support.
- Offer a range of in school support including pastoral support, therapeutic counselling referrals and support from the St Helens Mental Health Team.
- Offer a range of support for families through local services and identifying early help pathways.
- Work in partnership with families to ensure everyone belongs and is celebrated.

4. Monitoring arrangements

The Headteacher will update the equality information we publish at least every year.

This document will be reviewed by the governing body and Headteacher at least every 4 years.

This document will be approved by the governing body.

5. Links with other policies

This document links to the following policies:

[Accessibility plan

LDST Equality and Inclusion Policy

SEND Policy/Information Report

Pupil Premium Plan

Behaviour Policy

Exclusions Policy

All Employment Policies

Review Schedule

Policy Author	Chief Executive Officer
Policy Approver	Board of Directors
Current Policy Version	3.0
Policy Effective From	January 2026
Policy Review Date	January 2027

Revision Schedule

Version	Revisions	By whom
1.0	Original document produced.	CEO
2.0	Updated following review	THRL
3.0	Updated with revised equality objectives	THRL